



University of New Haven

HENRY C. LEE COLLEGE OF
CRIMINAL JUSTICE AND FORENSIC SCIENCES

Tow Youth Justice Institute

JJPOC Education Work Group Meeting Minutes Legislative Office Building Hearing Room 1A November 19, 2014

Attendance:

Agata Raszcyk-Lawska
Marias Halm, CCA
Stephan Tracy, DCF
Sarah Eagan, OCA
Christine Rapillo, Public Def
Terri Drew, Stamford YSB
Judge Bernadette Conway
Cathy Foley-Geib, Judicial
Patricia Nunez, Judicial Detention
Jaquita Monroe, Judicial
Kim Holley, DOC

Michael Ferguson, Kids in Crisis
Nachi Bhatt, DCF
Howard Haberman, DCF
Cyd Oppenhiemer
Peter Rockholz
Leigh Higgins, CFGNH
Kitty Tyrol, UNH TYJI
Jeanne Milstein, UNH TYJI
DiJonee Talley, UNH TYJI
Amanda Bozak, UNH

Kitty Tyrol welcomed the group with introductions of TYJI staff and work group members introduced themselves; followed by an overview of statute, established work groups, and the charge specifically for the education work group. Discussion was opened to identify strengths and barriers of education needs for youth involved in the juvenile justice system with each member of work group taking turns.

Strengths:

- Court-based educational advocacy
- MOUs with schools regarding school discipline showing success in Manchester, Meriden, New Britain, Stamford, Bridgeport, Waterbury
- Expulsion statute that allows expelled youth to complete expulsion in CJTS or similar setting—cannot be expelled again
- RtA impact on juvenile justice; increase sharing of records and efficiency
- Raise the Grade in 3 pilot cities (Hartford, New Haven, Bridgeport) is working well, with hopes to expand statewide

JJPOC Education Work Group Meeting Minutes
Legislative Office Building Hearing Room 1A
November 19, 2014

Barriers:

- Youth enrollment into the service programs they need does not take place until they are already involved in the juvenile justice system, and oftentimes they have to stay involved in the system to continue receiving treatment
- Lack of reliable data
- A lot of intervention programs but few prevention programs
- Re-entry; need for Educational Advocates or Educational Surrogates
- Revolving door between alternative school and public school
- Lack of proper training for school resource officers who are first responders to school incidents
- Educational advocates take too long to identify youth who may need educational attorneys
- School use of restraints or seclusion; youth with unmet instructional needs or service needs not individualized properly. Quality of teacher instruction must be research-based and followed with CQI in delivery.
- Lack of multidisciplinary support
- Quality assurance of services lacking
- Lack of access to quality materials and education in Alternative schools
- Lack of incentives to encourage schools to keep troubled youth in the classroom
- Racial disparities in non-urban neighborhoods
- Policy decisions made at state level not congruent with local levels
- Lack of training for other staff in contact with youth (especially those who may have special needs)
- Teachers do not realize the impact of their decisions (school-to-prison)
- School-based diversion requires teacher training in classroom management. Where there are pockets of success, consider how to bring to scale.
- Need for strong paraprofessionals to ease pressure off of teachers who are not trained in all areas needed to deal with behavioral problems in the classroom
- Foster (care)-to-prison pipeline
- Who is the point of contact for DCF youth who get into trouble? DCF, not just surrogate parents, should be involved

Two main areas addressed: youth re-entry back into community and the school system and overall prevention to stem the influx of youth from school into juvenile justice system.

Next meeting: December 17, 2014, 1:00 PM at the University of New Haven - location to be determined and emailed to work group members. Members are encouraged to bring recommendations!

JJPOC Education Work Group Meeting Minutes
Legislative Office Building Hearing Room 1A
November 19, 2014

Sources

[Education Law Center. "Educational Aftercare & Reintegration Toolkit for Juvenile Justice Professionals." *A Toolkit for Juvenile Justice Professionals in Pennsylvania 2* \(2009\): 8. Print.](#)

[National Evaluation and Technical Assistance Center. "NDTAC - Providing Individually Tailored Academic and Behavioral Support Services for Youth in the Juvenile Justice and Child Welfare Systems." Department of Education, 1 Apr. 2012. Web. 5 Dec. 2014.](#)

[Texas Education Agency, and Family & Protective Services. "Texas Systems Working Together to Transform Education Outcomes of Students in Foster Care." *Foster Care & Student Success*: 35. Print.](#)

[United Way. "A Literature Review of Research on Crossover Youth." *United Community Services of Johnson County* \(2014\): 18. Print.](#)